R E P O R T R E S U M E S

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PEOPLE'S EDUCATION PLAN.

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THIS REPORT OUTLINES A PLAN FOR ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN TANZANIA FOR THE CITIZENS IN A NATIONAL DEVELOPMENT PROGRAM. THE PRINCIPAL PROPOSALS ARE FOR VILLAGE AND DISTRICT TRAINING CENTERS, ADULT EDUCATION COLLEGES AT RUNGEMBA AND KIVUKONI AND A COMMUNITY DEVELOPMENT TRAINING CENTER AT TENGERU, AND THE EXTENSION OF EXTRAMURAL CLASSES. THE STAFF AND FUNDS REQUIRED TO IMPLEMENT THE PLAN ARE DISCUSSED. A SECOND SECTION BRIEFLY DECRIBES THE ORIGIN, HISTORY, AND PROGRAM OF KIVUKONI COLLEGE, A RESIDENTIAL COLLEGE FOR ADULT EDUCATION. ITS STAFF AND STUDENTS ARE LISTED. (RD)

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1. Intention

Government intends to make a bold move into the field of popular education in order to speed up the process of change, in the belief that one of the inhibiting features is the failure of the ordinary, and especially the rural cultivator, to understand his (or her) part in the broad process of nation building combined with a lack of knowledge and an understanding of what is required of him.

Government aims at a comprehensive adult education programme which will not merely teach "how-to-do" and "what-to-do" but, more important still, the "why-are-we-doing?"-- why are we being asked to increase productivity, take part in self-help schemes, choose our own leaders for village action and so on. The aim is, as it were, to carry the nation along with Government's planning gradually widening and deepening of politics. This is not a mere "propaganda" programme; these are possible solutions, this is the particular solution which Government has adopted!

Government is also convinced that the most powerful stimulus to change and to increased productivity is through the emancipation and mass education of women.

2. Real Premises

This plan is based on the following premises:-

(i) that provision should be made whereby education, in its broadest sense, is made available to all adult citizens, with particular emphasis on women.

(ii) that machinery should be devised which would make it possible for an illiterate person to become literate in a class near his own home; to continue his "education" in a village training centre both in terms of learning more about his own local problems and those of the nation; in widen this understanding by attending a residential course at a "people's" school in the shape of a District for further residential t[illegible] a higher training centre such as [illegible]ru or Kivukoni C[illegible]e.

(iii) that the content of all training should be lively, topical and specially designed for adult persons; that it should cover the main preoccupations of the nation in terms of its political, social and economic development presented in simple and simple terms; and that the accompanying should be with informative material designed to illuminate local problems rather than a pedagogic "syllabus".

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(iv) that an attempt should be made to build not only an educational pyramid, but also to create links between all forms of adult education, and media of public information; this involves setting up machinery for liaison between the activities of, for example, the Community Development Division, Information Services, T.B.C., E.A. Literature Bureau; Extra Mural Department, Kivukoni College; T.F.L., TANU and the Co-operative Union; voluntary agencies and Government ministries.

3. Present access to "adult education"

(a) Fundamental Education, Literacy
The staff of the Community Development Division organise literacy campaigns, based on self-help principles assisted by TANU, District Councils and voluntary agencies. It is anticipated that these campaigns will penetrate all districts during the five-year plan. These campaigns cater for both men and women, and their target is the achievement of basic literacy in Swahili.

In towns literacy classes exist on a formal basis, organised by various agencies.

(b) "Follow-up" to literacy

In rural areas, the "follow-up" to literacy takes the form of stimulating local development and organising "community action" through the agency of Village Development Committees. No organised "educational" follow-up exists at present.

In urban areas, formal adult education in the shape of English and arithmetic classes is offered by various agencies, including community centres where a four-year graded course is available.

In the case of women, "follo-up" takes the form of the UNICEF aided scheme for the mass education of women, whereby mobile training teams tour villages, holding training "courses" of up to ten days' duration to supplement the day-to-day work of village staff. This work too, is expected to extend into every district during the five-year development plan.

(c) Adult Education

1. Non residential: The Minstry of Education and some voluntary agencies arrange courses in English and some vocation training in the major towns.

The Extra Mural Department is gathering strength and resources with a view to setting up classes in major towns, supervised by local organisers.

2. Residential: Kivukoni College offers a one year liberal arts course. Minimum educational qualifications - Standard VIII. Maximum number 50.
The extra Mural Department also plans to supplement its work by providing residential courses.

4. Proposals

1. Village Training Centres

The Community Development Division is proposing to base its village work at the headquarters of the village Development Committee, and to encourage all extension staff to do the same. The Village hall, Village school or baraza or co-operative store, or, failing a building, the traditional meeting place under a tree would thus become a focus for the dissemination of information and for the discussion of "local" action. It is suggested that each Village Development Committee should select a Village "teacher" who would supplement the specific "teaching" done by extension workers, co-operative and community development staff by running "background" to local and national development. These "course"would be in the main, short, perhaps only lasting for several hours; or form part of more formal and longer courses designed specifically as "follow-up" to literacy campaigns.

One could expect, therefore, that after a period of time, the Village Training Centre would crystallise as a building or building which would be an adult school, information centre and library, radio listening post, cafe, a rest house for visitors, and offices for local organisations (U.W.T., TANU) and in general become a contact point for the agents of Government, and for the people a window on the world outside and an educational and social centre.

The village teacher could, therefore, become an organiser of a variety of types of "education." It is to him that the agricultural extension worker, the co-operative and community development assistants, the health worker, the local government officer, the UNICEF women's training teams would look for assistance in arranging their local teaching programmes. At the same time, he would attempt to develop his own programs and it is possible that support would be forthcoming for formal "continuation" classes on a fee-paying basis. As there are approximately 7,500 village development committees in the country, it would be unrealistic to contimplate village teachers being full-time salaried workers. Some thought should be given to paying an honorarium, which could be supplemented by fees, or a commission for book and newspaper sales, or by earnings for producing news for the T.B.C. or the press.

2. District Training Centres.

The Community Development Division has plans for the building of 17 "People", to be developed in liaison with District Councils, and designed to provide residential courses for both men and women, in matters related to the needs of local development. The "principal" or warden of those schools will be a senior community development assistant, who will draw on the technical staff of central and local government as teachers. The touring UNICEF women's training team will also be based at the District Training Centre.

It is proposed that the Warden should be trained in adult education techniques, and attend a special course at Kivukoni College and that he, in turn, should train the village teachers and from time to time hold briefing sessions on the use of new material.

In addition to assisting members of the Distric Development Committee and the women community development assistants in arranging residential courses at the Centre, the Warden should develop his own courses in citizenship, political and economic and social "background" and courses in "general" education, carefully prepared to meet the needs of adults. The material for these courses would be prepared by the Adult Education Organiser, drawing on the help of Kivukoni, the Extra Mural Department and various Ministries.

Thus the District Training Centre is designed to extend and reinforce the teaching given at Village Training Centres and could be used as part of the adult education pyramid.

The target of the Community Development Division is a District Training Centre of every district by 1970.

In towns, some of the functions of the District Training Centres would be performed by Community Centres.

3. Further Education Colleges

(a) Rungemba

In order to cope with its expanding train ing needs, the Community Development Division is looking for a training centre for junior staff and has in mind acquiring Rungemba. Should this succeed, it is suggested that an adult education wing be added to Rungemba, so as to provide moresophisticated courses for both men and women who are selected from those who have attended courses at District Training Centres. The adult education wing could draw on the Community Development staff of Rungemba, especially for home economics, nutrition and community development training in terms of economics, politics, geography, history, etc. The grouping together of paid workers and citizens would be beneficial to both and would provide a psychological fillip to the village leaders.

(b) Kivukoni

It is suggested that the possibility be explored of extending Kivukoni College and adding to its staff in order to make possible the running of courses in Swahili for leaders who have come up the "pyramid". At the same time, staff could assist by preparing teaching programmes, booklets and indeed books for use at all levels. Help would also be required in training the wardens of District Training Centres as far as the "content" of their own teaching programmes is concerned. There might be some point in exploring the possibility of recruiting ex-Kivukoni students as wardens of District Training Centres and for the adult education wing of Rungemba.

(c) Community Development Training Centre, Tengeru.

If the proposal for taking over Rungemba materialises, the Community Development Training Centre, Tengeru, will specialise in senior staff training for staff of the Community Development Division, Regional and Area Commissioners, TANU officials and officers of both central and local government in the community development "approach". Local leaders would also be encouraged to take part in this training.

It would also be important to ensure that all Community Development staff are made aware of the aims and plans of the proposed adult education organisation and of the way in which it will play a supporting role in the work of community development.

Finally, it is recommended that the present links between the training staff of Kivukoni and Tengeru should be continued and strengthened so as to enrich the training programme of both centres. Similarly, closer liaison between these two centres and the University of East should be developed.

4. Extra Mural Classes

I have had useful discussion with Mr. Bertelsen, head of the Extra Mural Department and indeed these proposals have his general approval. Possible liaison with the Department is as follows:

(a) Training: The professional training of the "wardens" in adult education techniques could be undertaken by the Department.

(b) Production of Materials: The Department would be willing to assist and to offer advice on anything produced by Adult Education Organiser.

(c) Classes: Exra Mural courses could be organised at some of the District Training Centres and even at Rungemba. This would help to give "status" to these institutions, a psychological factor which should not be ignored. Mr. Bertelsen has in mind the encouragement of his students to undertake their own voluntary teaching. He also foresees that just as students from his classes could go on to Kivukoni, so Kivukoni students could continue their education in his classes.

(d) Evaluation and Research. It is possible that the Department could undertake some evaluation of, and researching methods. This would provide an invaluable independent, professional view.

5. Staff.

I suggest that the following organisation would be required or something like it:

(a) Advisory Committee on Adult Education (? replacing the present Consultative Committee on Adult Education)

Composition: representatives of Ministries concered with any form f adult education (Health, Agriculture, Local Government, Co-operative and Community Development, Education, National Culture and Youth, Information Services, etc); E.A. Literature Bureau: Tanganyika Library Sevices: U.D.E., TANU, Co-operative Union; T.B.C. Extra Mural studies, Kivukoni College; Voluntary Agencies.

Functions: to pool experience and to advise on possible areas of co-ordination; to appoint sub-committees for the investigation of particular problems, e.g. the use of radio in adult education; to advise and assist in the production of reading materials.

Chairman: it is suggested that the Chairman should be the Vice-President.

(b) Adult Education Organiser.

It is suggested that an Adult Education Organiser should be appointed with the following duties:

(i) arranging training of wardens of District Training Centres, Adult education staff of community centres (Government and Non-Government); staff of adult education wing of Rungemba.

(ii) preparing training programmes and materials for work at all levels in liaison with the Deprtment of Extra Mural Studies, Kivukoni College, Tengeru, etc.

(iii) preparing training programmes for District Training Centres and for training of village teachers.

(iv) arranging distribution of teaching materials down to village train centres.

I have discussed the question as to whether or not this should be a civil service post with various people, both inside and outside Government, and I have come to the reluctant conclusion that the Adult Education Organiser must be a civil servant, at least during the early years of the plan. The post should, however, be graded high enough to attract a first-class man and to give him the necessary authority.

Although the Adult Education Organiser would work within the normal framework of the Ministry of Co-operative and Community Development, it is suggested that he should be supported when necessary by a small executive committee composed, for example, of the Vice-President, Mr. Bertelsen, the Principal of Kivukoni, the Commissioner for Community Development and the Secretary General of the Co-operative Union. This would enable him to "clear" training material and assist in developing a lively approach to the adult education programme.

The Adult Education Organiser would, of course, require secretarial assistance and as the work expands two or more assistants.

(c) Production Unit

It is proposed that a Production Unit should be formed, for the production of teaching materials, leaflets, booklets and books, and composed of the following:-

1. Book Production Officer
2. Translator/Writer
3. Clerk/Accountant/Distributor

This Unit should work closely with the Visual Aids Unit and the E.A. Literature Bureau.

After 1st April, 1964 the E.A. Literature Bureau will concentrate on producing literature for adult literacy work. Some thought should be given as to whether this can be done on a common services basis,

5. Implications of these proposals

(i) Community Development would have to:
   (a) increase the District Training Centres by 39 and provide staff and other recurrent needs.
   (b) take over Rungemba as a junior staff college; provide funds for adult education wing; staff and recurrent for both.

(ii) Kivukoni College:

(a) provide buildings and staff for a "junior" course.

(b) agree to assist in training of wardens of District Training Centres and developing teaching programmes and materials.

(iii) Department of Extra Mural Studies:

(a) assist in training of wardens.

(b) set up course at Rungemba and District Training Centres.

(c) undertake evaluation and research.

(iv) Tanganyika Education Trust:

(a) agree to hand over Rungemba.

(b) agree to allow Kivukoni College to undertake above.

(v) New Appointments:

(a) Adult Education Organiser.

(b) (Later- two or three assistants to above.

(c) Personal secretary and junior clerical staff.

(d) Book production officer.

(e) Translator/Write; Clerk/Accountant/Distributor.

(vi) Cost of taking over, extending, equipping and running Rungemba:

Capital: £ 50,000
Recurrent, including staff: £ 4,000 per annum

(vii) Cost of "junior" courses at Kivukoni College.

Capital: £ 10,000
Recurrent, including staff: £ 4,800 per annum.

(viii) Cost of Adult Education Organisation

Capital: Nil
Recurrent: Staff and ancillaries, £ 15,000 per annum

(ix) Total: Capital: £ 450,000
Recurrent: £ 101,500 say £ 100,000

(x) Footnote

The proposals set out above have been prepared hurriedly, in order to provide a basis for discussion. They have been discussed in outline within the Ministry of Co-operative and Community Development, with some officers of the Ministry of Education and with the Director of the Information Services with the Director of the Department of Extra Mural Studies, the Principal of Kivukoni College and the Executive Secretary of the Tanganganyika Education Trust. However, further discussions with these persons are necessary and with, in addition, the Director General of T.B.C., officers of the T.F.L and TANU and of certain Minstries.

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KIVUKONI COLLEGE

PROGRAMMES AND PLANS.

1. The Origins of Kivukoni College

Kivukoni arose from the desire of the national movement and its leader Julius K. Nyerere for an institution which would help those having to make decisions for the new country to understand the problems they had to face. The enthusiasm for this type of adult education was clear in the readiness with which the ordinary people contributed to the Tanganyika Education Trust Fund which was to set up the College. It was also evident in the large numbers of would-be students who applied for entry to the College - and who still apply today.

Spurred on by the support of the people of this country who contributed some £120,000 - often at considerable sacrifice - and by the clear desire among so many for adult education, the College began its first course for 35 men and women in May 1961. This was a course of eight months giving instruction, using English, on the background to the economic, social, and political development of new African countries. Although the syllabus has been modified, especially by emphasising the practical, East African content, basically the same course has been offered each year. Numbers have grown, however, and in 1965 the number admitted has gone up to 70. The background and level of students has remained much the same; emphasis being placed on those who seem to be making a contribution to the Community. (A typical intake would be TANU Officials 30%, NUTA 15%, Teachers 15%, Other Civil Servants 10%, Non-Tanzanians 10% Others 20%) The intervening years then have been mainly ones of continuing and consolidating these very modest beginnings.

2. Adult Education Plan

The role of Kivukoni and its scope began to expand with the publication of Governments' Adult Education Plan. The purpose of this Plan is to give adults basic training in development activities. It is therefore one of the essential prerequisites for achieving the aims of the Country's Five Year Plan for Economic & Social Development, which is in turn the first step in a grand strategy to double the standard of living of the people by 1980.

This plan provides for a country-wide network which will co-ordinate and organise the education of adults in everything from literacy to nutrition, and agriculture to civics. This has meant that Kivukoni College has ceased to be a rather small experiment in leadership training, and has become an integral part of an overall national system for adult education. To quote the Ministry of Community Development and National Culture Paper "Literacy and Adult Education in Tanzania", the Plan "envisages the creation of an adult education system during the next five years with basic literacy at the base, training at Village and District Training Centres in the middle and with citizenship training at Kivukoni College and other residential institutions at the apex."

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3. Present Programmes

During 1964 Kivukoni began to prepare for its new role and so entered a second stage in its development. This involved not only expansion of the size of the intake for the normal 8-months course to 58 students, but an expansion in our functions.

(a) Short Courses

One plank in this programme has been a number of short courses ranging from one to seven weeks. These courses have included certain elements of training instruction but have still basically been geared to the College's main purpose of providing an understanding to development problems. In the last year, Special Courses have been run for the following:

Regional Administrative Secretaries
Area Secretaries (2 courses)
TANU Deputy Regional Secretaries
TANU Deputy District Secretaries.

In addition, a special seven-week course on "Rural Development" brought toggther people working at the local level in Community Development, Agriculture, Marketing, the Party, Government and Local Authorities.

(b) Week end Schools. Our location in the capital has made it possible to attract fairly Senior Officials, who are otherwise heavily engaged, to study on week-end courses. So far schools have been organised on "The Five Year Plan" and "African Socialism" (shortly) Others projected include a joint week-end with NUTA and one on "Co-operatives".

(c) Radio

Towards the end of 1964, Kivukoni took the initiative with the Tanzania Broadcasting Corporation in starting a series of radio "classes" for adults. This programme is called "Liambie Taifa" (Tell the Nation). Others are now joining in this effort so that there are now two and soon will be three programmes per week. The College continues to produce the script for one programme per week - the current series, called "The Plan and You" attempts to interpret the Five-Year Plan to the ordinary person.

Our original hope was that these radio classes would not just be broadcast into the void, but listening could be organised, with groups under a "tutor" who could give further explanation and arrange follow-ups. This we have tried to do to a limited extent through our own contacts, but this properly is the work of the Community Development Division and in particular the District Training Centres.

(d) Newsletter.

A year ago, we started this monthly publication primarily as a vehicle to keep our former students and friends informed about the College. To this we added odd extracts of articles and speeches which we thought might be of practical interest to our ex-students. This letter aspect has in fact tended to predominate and the main contents now tend to be policy speeches and statements by the country's leaders and practical hints about development, particulary in rural areas.

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3. Future Plans

(a) Short Courses. Our experiences in the last year have shown the value of these shorter courses, particularly for key people who cannot be released for longer periods. We intend to organise courses varying in length up to 2-3 months for specialised groups who require further background about the country. Courses will also be run on special topics as "Rural Development", the "Five-Year Plan" etc, for mixed groups with differing backgrounds and experiences.

(b) Swahili Courses. If we are to reach more than a mere handful of the country's local leaders we must use Kiswahili as a medium of instruction, at least in some of our courses. Indeed the National Adult Education Plan specifically requires us to run such courses for village leaders who have come up through the Village and District Training Centres.

The content of these courses will be angled towards local problems of development and our experimental course on "Rural Development" will provide the basis for the syllabus.

(c) Course for Wardens of District Training Centres. We are at present preparing to run a training course, with help and advice from Government and the Institute of Adult Education, for the officers who will run the D.T.C's. This will concentrate on giving them instruction and practice in teaching adults, in running a residential institution, and in their role in promoting development. We hope that this will be just the first of a series of courses for training adult educators.

(d) Newsletter. We are about to bring out our Newsletter in a new, more attractive form. Greater emphasis will be put on providing practical suggestions about development, and in promoting greater understanding of the development process. The circulation will also be widened to include all those involved in local decision making, including all Community Development staff, as well as our ex-students.

(e) Teaching Materials. Another specific task required of us by the Plan is to help in the preparation of teaching materials. Already a certain amount of useful material is available in the form of notes produced for our different courses. Further materials, and the translation of existing matter into Kiswahili, will be produced on such topics as:-

A Guide to The Five-Year Plan
How Government Works
Local Government
Understanding and promoting social change
Policies for Developing Agriculture

(f) Research. Kivukoni sees its role as one of the central driving forces behind the whole Plan; spreading knowledge about the development of Tanzania in the class, in books and pamphlets, and over the air. But to undertake this task successfully, the

staff will have, and indeed has had, to build up a fair store of knowledge about the country. This research work must continue and expand to provide the fuel by which the whole machine is run - knowledge. Others are more directly involved in pure research, but the Kivukoni staff must in some sense be scholars. This acquisition of knowledge should be built into our programme in three ways; by frequent safaris throughout the country; by a weekly staff seminar where various aspects of East African life are discussed; and by a series of "Occasional Papers" publishing the results of work undertaken by members of the College, including students, who often have a wealth of practical knowledge and experience which they should be encouraged to pass on. This necessitates a staff ratio which enables members of staff.to devote time to research.

5. Financing the Plan

These proposals call for a considerable expansion in the College's facilities over the next five years. An increase of staff from seven full-time tutors to sixteen is envisaged, including a number of non-graduate, local tutors capable of instructing at a simple level in Kiswahili. Extra buildings required in addition to seven staff homes include:-

2 Hostels (each to accommodate 70 students
1 Office/Classroom block
1 Dining Hall

This will require capital expenditure of £66,000 between now and 1968, £20,000 of which will be provided by Government. Recurrent costs will increase over the period from £18,000 in 1964/65 to £32,000 in 1968/9.

Kivukoni College,
25th March, 1965.

KIVUKONI COLLEGE

(President of Governing Council — Hon. R. M. Kawawa, M.P.)

Principal:
GRIFFITHS L. CUNNINGHAM, M.A.

P.O. Box 9193, DAR ES SALAAM
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A RESIDENTIAL COLLEGE FOR ADULT EDUCATION

DAR ES SALAAM - TANZANIA

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	A. Schmidt, Diploma in Industrial Relations.	Tutor in Labour Studies.
	Miss Belle Harris, B.Sc.(Econ.) ...	Tutor in Politics
	Daudi N. Mwakawago, B.A.; ...	Tutor in History
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Kivukoni College was established in 1961 by the Tanganyika Education Trust and opened by the Chairman of the Trust, Mwalimu Julius K. Nyerere, in July of that year. It is a College for adults, male and female, who lack formal education, but who need to understand the problems and potentialities of their country.

History:

At the Annual Conference of T.A.N.U. in 1958 it was decided that a Residential College for Adults on the lines of Ruskin College, Oxford, should be established in Tanganyika. As a result the Tanganyika Education Trust was established in May 1960. Miss Joan Wicken, herself a graduate of Ruskin College, was brought out as Executive Secretary

A money-raising compaign was launched by the Trust in co-operation with TANU and by 1961 over £115,000 had been raised. All of this money came from within Tanganyika. Members of all communities contributed, and the donations varied between £60,000 from the Karimjee family and five cent pieces in the collecting boxes. The most notable thing about this campaign was the enthusiasm which greeted the Trust Secretary on her safaris throughout the country.

The College opened in 1961 with thirty-seven students and three full-time staff members, in what was once a hotel on a beautiful beach overlooking Dar es Salaam harbour, and facing the town.

By 1966 enrolment had reached 72 students with nine staff members.

Curriculum:

The basic subjects taught are economics, politics, sociology, history, English, industrial relations and public administration.

These broad fields are broken down into topics which treat, for the most part, Tanzanian themes. For example, Politics is broken down into the following: the modern political history of Tanganyika, a description of Tanzania's constitution, the problems of Federation, and description of the East African Common Services Organization, Nationalism, Socialism, and Imperialism, and the Theory of Government.

Course Structure:

The main course structure at Kivukoni College is dominated by a long course of thirty weeks. The first four weeks of this is taken up with an intensive preliminary training period in the use of language. Instruction is given in the use of books, faster reading, comprehension, clear thinking, writing practice, and an intensive course in English usage. The year is divided into two equal terms of fifteen weeks each with a four week break in between. Some students spend these four weeks assisting and observing Community Development Officers in the field.

Shorter courses are offered on demand. So far shorter courses have been given to Party Workers and civil servants on the new political and economic ideas affecting Africa.

Teaching Methods:

The student body is divided into lecture groups of about twenty students to facilitate teaching. Lectures are as informal as possible and discussion is encouraged throughout. Lectures provide the backbone of our teaching programme.

Tutorials:

Each student has one tutorial a week. For tutorials an essay is prepared by the student which is based on a reading assignment of varying length. The tutorial is geared to the students needs, interests, and abilities.

Seminars:

These accommodate larger groups of students involving practical work and discussion.

Future Plans:

In October 1966 the College hopes to have ready for occupation one new hostel accommodating forty students and a new dining hall to accommodate 140 students.

These new buildings will make it possible for the College to greatly enlarge its short course programme and at the same time draw our students from a wider segment of the population, as these Short courses will be mostly in Swahili.

Our function will remain the same throughout our Five Year Development Plan but we will be able to educate many more students, not limiting ourselves to English speaking students.

Accommodation:

The College used to be a hotel. This means that the standard of accommodation is very high. Students are mostly housed in 35 double study-bedrooms, equipped with a wash-basin and in some cases a private bath.

The College has an excellent library with a skilled librarian. The College subscribes to many journals, magazines, and newspapers. Sports facilities and games equipment are improving each year.

Entry Qualifications:

Courses are open to all adults irrespective of race, sex, or educational background provided that they have sufficient command of English to understand lectures. In selecting applicants special consideration is given to students who are employed full-time in the Political Movement, Trade Unions, and Co-operatives. Applicants with a good public service record are also given preferential treatment.

The Average age of students is 27, most are married and many have children. The employer of a student will sometimes support a student who is at the College. The College can only offer very slight assistance to students without such support.

The College seeks a mature, enterprising student who has experience of the world sufficient to compensate for lack of formal education.

Admission:

Apply to the Admissions Secretary,
P.O. Box 9193,
Dar es Salaam.

Closing date for applications October 31.

Selections is based upon the application forms, an interview and a test. The interviews and tests are conducted in most of the Districts of Tanzania.

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ADULT EDUCATION AND THE PLAN

(1) Adult Education and Development

If we are to succeed in promoting sufficiently rapid development to achieve the targets in the Five-Year Plan, this will require the active Co-op eration of all citizens. But this co-operation cannot be assumed; there must be a "preparation of ourselves for the part we have to play". This is the task of adult education in Tanzania, where it is seen as having an economic function. Adult education can assist the development process in the following ways:-

(a) by providing the technical instruction people need if they are to produce, particularly improved agricultural techniques, and other skills such as literacy and arithmetic which have a more general application.

(b) by helping people to understand the development planning process, the need for planning, and the consequences of it (social changes etc.) see that they will be willing to co-operate in practical planning.

(c) this in turn should mean more effective local planning and decision-making so that the planning machinery remains democratic but is also competent.

(d) by creating a greater understanding of development it should be possible to increase the rate of growth by reducing the obstacles presented by the slow-social adjustment to change.

This kind of education is essential for everyone. There is no one group which only needs literacy; indeed the dangers of social obstacles to economic development are most likely to come from those people with best education. This suggests an integrated programme with people at many different levels receiving instruction in technical and academic skills together with an understanding of the society in which they live and how it must change.

(2) The Media of Instruction.

Various means of communication are being used, to varying extents, at the present time in Tanzania:-

(a) Organised classes (especially in literacy) - in community centres, the University Institute of Adult Education, and of course in the villages.

(b) Meetings - both public meetings of government and party leaders and meetings of members of party, trade union, co-operatives, U.W.T. and other bodies.

(c) Radio - many programmes, but not enough, are educational, and there is now a specific adult education series - "Liambie Taifa".

P.T.O.

(d) Written materials - books, pamphlets and newspapers but problems due to lack of education, but probably more important - lack of appropriate material (Is there a book dealing with development problems in Kiswahili?) and distribution problems.

(e) Residential Courses are being organised at different levels from Kivukoni to the Farmers' Training Institutes and District Training Centres.

(3) The Next Steps.

Considerable machinery exists for instructing adults, but much can be done to develop the machinery and make it more effective. Local classes and meetings, for instance, provide ideal platforms for getting over the Plan and instruction about development generally. But limits are imposed by the teachers and officials. Short courses, simple manuals etc. on development must be provided for literacy and other voluntary teachers and all public, party and other officials who come face to face with the general public. This training should be done on a large scale at the local level, thus a cadre of adult educators who can do the training must themselves be trained and set up.

As for radio, more time must be given, which means more people and organisations must be brought in to prepare scripts. But it is no good just putting out programmes and hoping people will listen. The listening has to be organised and thus the programmes have to be geared into the whole adult education system.

The preparation of texts at all levels from literacy primers to text books and guide books, but bearing on the Plan and development, must have high priority. Civil servants, staff of the University College, Kivukoni etc. should be recruited to prepare this material, if necessary by providing bursaries for a few weeks peace and quiet. The distribution of books, pamphlets etc. must also be improved - perhaps by introducing them in Co-operative shops, obtaining grants for a certain amount of free distribution etc.

To do all these things successfully there are at least two other requirements - a national adult education organisation providing a well-organised, integrated and widespread system of training for development; and a certain amount of physical equipment particularly for the residential centres which will provide the hub for the whole programme in a particular area. Both these are postulated in the current Plan, but the adult education movement must obtain greater co-ordination in the plans of non-governmental agencies, and also between government departments. Buildings and other equipment are hard to come by as adult education is not a very attractive foreign aid proposition and the import content is fairly low.

By and large, Tanzania's plans for adult education are realistic, for the emphasis is an education for development, and in advance of many other African countries. One essential for the successful and rapid extension of the existing framework is education about adult education - persuading governmental and public opinion both within the country and abroad of the key role adult education has to play, and thus the priority it must be given in national development.

Lionel Cliffe,
Kivukoni College,
21st April, 1965.

STUDENTS 1966

T. A. N. U.

Branch Secretary

Name	Age	Dist.of Origin & Work	Education	Room	Grp.
CHUO, David	26	Muheza - Pangani	Std. VIII	2	Y
JUMA, Hamza	21	Iringa - Dodoma	- VIII	36	X
KUMALIJA, John	27	Kwimba - Kwimba	- X	8	Y
MBAGO, Ephraim	25	Dodoma - Dodoma	- VIII	17	Y

District Secretary

KIZZINGA, Mashaka	27	Tanga - Mbeya	Std. X	7	X
KOMBA, Joseph	29	Mbinga - Tunduru	- X	8	X
MAHUNDI, Xavier	28	Songea - Mahenge	- IX	11	Z
MASHILINGI, Ramadhani	28	Kwimba - Mwanza	- IX	14	Y
MBILINYI, George	25	Njombe - Mpwapwa	- VIII	18	Z
SALUM, Ali	21	Mafia - Mafia	- X	30	Z

Typist

NAGESE, Wilson	22	Nsoma - Shinyanga	Std. VIII	36	X
NAPOLU, Henry	21	Nzega - Iringa	- X	14	Z
MULAMULA, Gaspar	22	Buloba - Tanga	- X	23	Z
MWAKAJILA, Christine	21	Mbeya - Mbeya	- VIII	B	Y

District Chairman

MSANGANZILA, Albert	28	Mbozi - Mbozi	Std. X	23	Z

T. Y. L.

NDINGWANGO, John	29	Kasulu - Kasulu	Std. X	28	Z
MAKIYA, Adrian	24	Singida - Singida	- VIII	12	Y
NKUBA, John	26	Malya - Kwimba	- VIII	31	Y
TIBIKUNDA, Richard	23	Biharamulo-Biharamulo	- VIII	40	Y

N. U. T. A.

ISSA, Haruna	25	Tabora - Kisarawe	Std. VIII	3	Y
KIPANDE, Siraji	30	Songea - Dodoma	- VIII	7	Y
LUBUVA, Marius	26	Kondoa Irangi-Tanga	- VIII	1	Y
[illegible], Laurence	25	Malawi - Geita	- VIII	22	Y
[illegible]LLA, Odilo	32	Morogoro - Morogoro	VIII-TTC	13	Z
[illegible]UNYIKI, Gladness	22	Pare - Dsm	Std. X	B	Y
MSUMBA, Newton	40	Tuluyu - Kigoma	- X	5	X
NGALUNGA, Nebel	29	Tukuyu - Tukuyu	- VIII	28	Y
SIKA, Joyce	24	Tanga - Tabora	VIII-TTC	B	Z
ULEDI, Jones	27	Musoma - Mwanza	Std. VIII	23	X

TEACHERS

Head Teachers

Name	Age	Dist.of Origin & Work	Education	Room	Grp.
AKILI, Boda	27	Tandur: - Tanduru	XII+TTC'B'	33	X
KAGERO, Reuben	34	Ngara - Ngara	VIII+TTC'C'	4	X
KONDO, Kassim	25	Mikeno - Dsm	VIII+TTC'C'	8	X
MAGAGA, Laurent	36	Dodoma - Dodoma	XII +TTC'A'	10	Z
MANASE, Anamo	33	Moshi - Mwanza	VIII+TTC'A'	13	X
MGISA, Joseph	28	Iramba - Kiomboi	X + TTC'B'	20	Z
MHAMBA, Ezekiel	32	Mwanza - Maswa	VIII+TTC'B'	17	Z
MWAYA, Paulinus	31	Newala - Newala	VIII+TTC'C'	36	X
SYLVESTER, Catherine	25	Mbulu - Mbulu	X + TTC'B'	B	Z
YUSTO, Richard	29	Tabora - Kigoma	VIII+TTC'C'	33	X

Assistant Head Teachers

MULOSI, Sadock	28	Musoma - S. Mara	X + TTC'B'	24	Z
MANUMBA, John	25	Korogwe - Tanga	X + TTC'C'	10	Z
MANGULA, Philip	26	Njombe - Iringa	X + TTC'B'	39	Z
NGELULA, Firmin	28	Pare - Same	XII +TTC'C'	2	X
PAZI, Augustine	27	Morogoro - Morogoro	X + TTC'B'	29	Z
SICHONE, Reuben	28	Tukuyu - Rungwe	VIII+TTC'C'	31	Z
YAMSEDO, Cosmack	29	Karera - Mpanda	X + TTC'C'	33	X

C. D. A.

Central Government

KAHUNDAH, Robert	30	Musoma - Ukerewe	Std. X	5	X
MAKAYA, Japhet	23	Musoma - Bagamoyo	" XII	11	Z
MALEMB, Paul	23	Moshi - Dsm	" X	12	Y
MHANTULA, John	29	Songea - Ifakara	" X	22	Z

Local Government

KILAWY, Karambo	26	Songea - Dsm	VIII+TTC	6	X
MWENGE, Kategile	30	Mpanda - Dodoma	Std. VIII	32	Z

LOCAL GOVERNMENT

KASHINDYE, Amri	23	Biharamulo-Biharamulo	Std. XII	40	X
KIZZLE, Mary	22	Ulanga - Ulanga	" XII	3	X
MWAKINDE, George	25	Dodoma - Mpwapwa	" X	9	X
NGONDWA, Issayas	28	Ulanga - Kilosa	" IV	20	Z
MPONEJA, John	24	Kwimba - Maswa	" VIII	30	Z

CENTRAL GOVERNMENT

Name	Age	Dist.of Origin & Work	Education	Room	Grp.
IPYANA, Ambakisye	26	Tukuyu - Mongwa	Std. X	3	X
SARIA, Gerson	26	Moshi - Dodoma	- VIII	37	Z
UFUNGUO, John A.	25	Moshi - Arusha	- VIII	37	Z

REFUGEES

KAGARUKA, Gahima	27	Rwanda	Std. XI	4	Y
KASUKE, David	29	S.W. Africa	- IX	6	X
MBULAWA, Bahlulukile	29	S. Africa	- XII	18	Z
MUCHENA, Mercy	24	Rhodesia	- XII	33	Z
TEMBE, Lopes	28	Mozambique	- VI	32	Z
THAMAE, Daniel	26	S. Africa	- XI	31	Z

OTHERS

Ex-Cooperative

BABERE, John	25	N. Mara - Musoma	Std. IX	1	X

Ex-clerk - Mine

MADIBI, George	28	Mwanza - Geita	- VIII	9	X

Farmer - Ruvuma Development Association

MPUNJA, Julius	36	Songea - Songea	- VIII	24	Y

Farmer - T.A.F.A.

MWANYIKA, Justins	25	Mbeya - Mbeya	- X	24	Y

Farmer - Businessman

OSMAN, Ahmed	26	Chunya - Iringa	- X	29	Z

Farmer - Credit Union

SAMBULE, Ladislas	29	Mpanda - Mpanda	- X	30	Z

Average Age:..... 26.9 years

Average Education: 9.33 years - (Std. IX + 20 T.T.C.'s)